

## SEVEN OAKS ELEMENTARY

2800 Ashland Road  
Columbia, SC 29210

**GRADES** PK-5 Elementary School

**ENROLLMENT** 481 Students

**PRINCIPAL** James E. Stephens 803-798-6500

**SUPERINTENDENT** Dr. Dennis O. McMahon 803-732-8000

**BOARD CHAIR** Cindy Sweigart 803-781-6358

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
21	35	2	0	0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

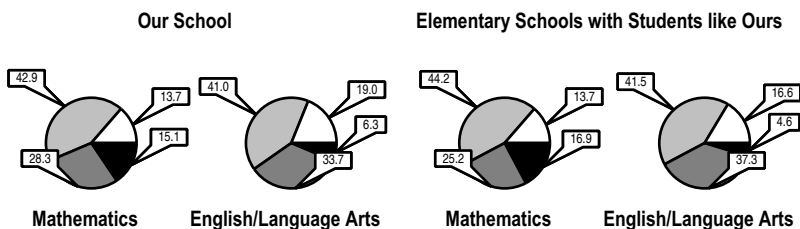
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




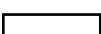
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Good	Below Average	N/A
2002	Excellent	Average	N/A
2003	Good	Unsatisfactory	Yes
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	30	64	51
Percent satisfied with learning environment	90.0%	88.9%	82.4%
Percent satisfied with social and physical environment	96.7%	73.4%	79.2%
Percent satisfied with home-school relations	89.7%	87.5%	90.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	230	100.0	19.0	41.0	33.7	6.3	40.0	17.6
Gender								
Male	134	100.0	22.0	39.8	31.4	6.8	38.1	17.6
Female	96	100.0	14.9	42.5	36.8	5.7	42.5	17.6
Racial/Ethnic Group								
White	97	100.0	10.0	40.0	40.0	10.0	50.0	17.6
African-American	107	100.0	26.6	42.6	27.7	3.2	30.9	17.6
Asian/Pacific Islander	13	100.0	N/A	50.0	40.0	10.0	50.0	17.6
Hispanic	12	100.0	50.0	30.0	20.0	N/A	20.0	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	201	100.0	14.5	40.2	38.0	7.3	45.3	17.6
Disabled	29	100.0	50.0	46.2	3.8	N/A	3.8	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	230	100.0	19.0	41.0	33.7	6.3	40.0	17.6
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	225	100.0	17.5	41.5	34.5	6.5	41.0	17.6
Socio-Economic Status								
Subsidized meals	95	100.0	28.0	46.3	23.2	2.4	25.6	17.6
Full-pay meals	135	100.0	13.0	37.4	40.7	8.9	49.6	17.6

Mathematics								
All students	230	100.0	13.7	42.9	28.3	15.1	43.4	15.5
Gender								
Male	134	100.0	11.0	44.1	27.1	17.8	44.9	15.5
Female	96	100.0	17.2	41.4	29.9	11.5	41.4	15.5
Racial/Ethnic Group								
White	97	100.0	8.9	32.2	34.4	24.4	58.9	15.5
African-American	107	100.0	16.0	56.4	23.4	4.3	27.7	15.5
Asian/Pacific Islander	13	100.0	10.0	20.0	30.0	40.0	70.0	15.5
Hispanic	12	100.0	40.0	40.0	10.0	10.0	20.0	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	201	100.0	11.2	42.5	29.6	16.8	46.4	15.5
Disabled	29	100.0	30.8	46.2	19.2	3.8	23.1	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	230	100.0	13.7	42.9	28.3	15.1	43.4	15.5
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	225	100.0	12.0	43.5	29.0	15.5	44.5	15.5
Socio-Economic Status								
Subsidized meals	95	100.0	19.5	54.9	20.7	4.9	25.6	15.5
Full-pay meals	135	100.0	9.8	35.0	33.3	22.0	55.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	69	N/A	10.3	39.7	45.6	4.4	50.0
	Grade 4	55	N/A	9.1	36.4	52.7	1.8	54.5
	Grade 5	82	N/A	17.3	53.1	27.2	2.5	29.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	76	100.0	16.7	37.9	33.3	12.1	45.5
	Grade 4	82	100.0	17.3	37.3	41.3	4.0	45.3
	Grade 5	72	100.0	23.4	48.4	25.0	3.1	28.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	69	N/A	8.8	47.1	30.9	13.2	44.1
	Grade 4	55	N/A	12.7	40.0	25.5	21.8	47.3
	Grade 5	82	N/A	11.1	38.3	33.3	17.3	50.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	76	100.0	6.1	43.9	33.3	16.7	50.0
	Grade 4	82	100.0	8.0	41.3	28.0	22.7	50.7
	Grade 5	72	100.0	28.1	43.8	23.4	4.7	28.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 481)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.2%	Down from 1.1%	1.9%	2.4%
Attendance rate	96.1%	Down from 96.7%	96.1%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	22.3%	Up from 18.0%	22.1%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	4.3%	Down from 5.1%	7.6%	8.0%
Older than usual for grade	0.2%	Down from 0.5%	0.5%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 38)				
Teachers with advanced degrees	52.6%	Down from 52.8%	54.5%	50.0%
Continuing contract teachers	92.1%	Up from 91.7%	88.9%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	89.0%	Down from 89.7%	87.9%	86.2%
Teacher attendance rate	97.0%	Up from 95.1%	95.8%	95.3%
Average teacher salary	\$43,778	Up 0.5%	\$41,964	\$39,909
Prof. development days/teacher	10.3 days	Up from 8.6 days	10.7 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio	19.4 to 1	Up from 18.5 to 1	20.0 to 1	18.9 to 1
Prime instructional time	92.7%	Up from 91.0%	90.9%	89.7%
Dollars spent per pupil*	\$7,530	Up 10.0%	\$5,707	\$5,892
Percent spent on teacher salaries*	64.2%	Up from 63.4%	66.4%	66.6%
Opportunities in the arts	Excellent	Up from Good	Good	Good
Parents attending conferences	99.0%	Down from 99.1%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Seven Oaks Elementary is a thriving school committed to promoting excellence while ensuring academic, personal, physical, and social development for each child. Seven Oaks is focused on improving reading, writing, mathematics, science, and social studies. High expectations for academic achievement and character education standards are maintained. A rigorous curriculum, driven by the SC Curriculum Frameworks and Standards, is provided for all students.

The 2002-03 school year was another banner year for Seven Oaks teachers, students, and community members. Seven Oaks selected Mrs. Mary Jim Howe as Teacher of the Year. Last year, she received a grant that enabled her to visit Germany for six weeks. Selected as Support Employee of the Year, Mrs. Debbie Bell led the recycling efforts at Seven Oaks. Students on the Recycling Team worked diligently to place first citywide in the categories of newspaper and magazine recycling among elementary schools. Our school was awarded an Earth Flag by Keep the Midlands Beautiful and Paper Stock Dealers/Sonoco for outstanding reduction efforts. Seven Oaks mentor, Jim Holcombe, was named District Mentor of the Year. Fifth-grade student Billie Jo Prillaman was named the school winner of the Lt. Governor's Writing Award. Third-grader Kristen Bjarnesen was chosen by the Student Council as the Governor's Character Education Award Winner. Dr. James Nyland was again named the school's Business Partner of the Year and Mrs. Beth Grammer was chosen as the Volunteer of the Year.

Students in need of additional services in reading participated in Reading Recovery, SOAR to Success, or literacy circles. Mathematics instruction was enriched by the Mathematics Bridges Program. A federally funded 21st Century Learning Center program entered its second year, providing additional instruction to 75 students in an after-school model. Students in this program received instruction in reading, mathematics, technology, fine arts, and drug and alcohol education. A National Endowment for the Arts grant, in collaboration with the Cultural Council of Richland/Lexington counties, provided an Artist-in-Residence for the students, further strengthening the program. The Success in Schools Program concluded its final year supporting 25 students and their families in an after-school setting. Americorp volunteers worked directly with Success in Schools to further support our students.

Seven Oaks received a Palmetto Gold Award from the State Department of Education. In addition, Seven Oaks was named a Red Carpet School for outstanding commitment to customer service. We appreciate the support provided by the District Five Board of Trustees and the District Five administration, which allows our school to provide quality educational experiences for our students. We commend our PTA and School Improvement Council for their contributions to our educational program. At Seven Oaks, every child is a winner!

James E. Stephens, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.